



All Different All Equal

IRELAND

An Anti-Racist and Intercultural Education Resource for Youth Workers

all different
all equal

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INTRODUCTION

This pack is an update of the National Youth Council of Ireland's Anti-Racism and Equality Education Pack published in 1995 as part of the Council of Europe's *All Different All Equal* (ADAE) campaign. The new resource includes some of the activities from the original pack and follows a similar format. This revision attempts, however, to accommodate the considerable changes that have occurred in Ireland over the last ten years with regards to its population diversity.

In 1995 there were still more people emigrating from Ireland than there were people immigrating into Ireland. Over the last ten years, the success of the Irish economy and the availability of relatively well-paid work have dramatically turned these figures around. Many Irish citizens have returned from overseas. Permits and visas have been granted to people from around the world to work in Ireland. Since 2004, workers in the EU accession countries, such as Poland and Lithuania, have had the right to work in Ireland. International students have increasingly chosen Ireland as a place to study or to learn English. Others, in fear of persecution, have come to Ireland to seek refuge.

The last ten years have also seen an increasing recognition of the need to protect and promote the rights of all minority communities. The Equality Authority, for example, was set up in 1999 to achieve positive change for those experiencing inequality on the basis of race, religion, age, marital status, family status, disability, sexual orientation, gender and membership of the Traveller community. We are now more aware than ever of the diversity of the population living in Ireland today.

The issue of diversity is particularly significant for young people. The young population of Ireland includes people of many different ethnicities and religions, as well as students and workers from around the world. This pack aims to help youth workers address race and equality issues with the young people with whom they work. It attempts to put these issues in a global context, highlighting the links between migration and development and between Ireland and other countries around the world.

This pack marks the Council of Europe's new All Different – All Equal campaign. (www.alldifferent-allequal.info). This campaign aims to encourage and enable young people to participate in building peaceful societies based on human rights, diversity and inclusion. The activities in this pack promote the message of the new campaign that all people, everywhere, have the right to be themselves and to be treated with fairness and justice.

HOW TO USE THE PACK

All *Different All Equal* is aimed at anyone working with young people willing to explore the issues of diversity, promote equality and to challenge prejudice and discrimination. No previous experience or knowledge of discrimination issues or of development education is needed. The activities in the pack draw on methodologies and skills familiar to youth workers. Of course anti-racism is an area of specialisation in itself and should further training be desired a list of useful contacts has been included.

This pack is designed to be flexible. Youth leaders may pick and mix from the activities, adapting the suggestions to the needs and interests of their groups. It is acknowledged however, that on-going work has a more lasting effect than one-off sessions. A six week suggested programme, built around the activities, has therefore been provided.

The activities are aimed at ten to eighteen year olds. No specific guidance on ages for each activity has been included as it is felt that youth workers are best able to judge the appropriateness of the activities for their group. Most activities could, however, be easily adapted for younger or older participants.

Discussion is a particularly important part of the work encouraged in this pack. It is through effective debriefing that the themes touched on by the activities are properly explored and participants' attitudes and values developed. The majority of activities include suggested discussion questions. Facilitators might increase the breadth and depth of discussion for older participant groups.

The activities attempt to encourage a positive response to the diversity of people in Ireland. They encourage respect for people regardless of their ethnicity, race, gender, sexual orientation, religion, abilities and disabilities, membership of the Traveller or settled community or age. The activities in the Warm-Ups section are short, simple activities which touch on the theme of diversity while encouraging participation and interaction. They can be used to begin a session incorporating activities from elsewhere in the pack. The Identity and Citizenship section encourages participants to self-reflect, consider their own identities and those of the people within their group. Through this process, it is anticipated that participants will personalise the concepts of belonging and difference and recognise that diversity and prejudice relates to everyone. The Prejudice and Discrimination section looks at common prejudices in Ireland. It asks participants to consider the attitudes they hold and the consequences of discrimination and stereotyping. The Understanding Diversity section looks at some of the groups in Ireland who experience racism and discrimination and encourages empathy with and understanding of their situation. Suggestions are also provided for further actions and projects which might be undertaken to promote equality.

BEFORE YOU START

- Identify the interests and concerns of the young people in your group. These should form the basis of the anti-racist and intercultural work that you do.
- Be aware of your own attitudes. We all hold prejudice. Acknowledging in-built attitudes and values is an important step in overcoming prejudices.
- Use peer education methods to challenge participants' views. Instead of pointing out prejudiced statements, ask the group 'What do others think about that?'
- Consider the make-up of your group. Is there discrimination in the group towards any of the participants? If you run a session on a particular minority community and have participants in your group from that community, discuss the session with them first. Perhaps they would like to take a more active role in the session.
- Consider the age and dynamic of your group when selecting activities. For example, some activities require close physical contact which some participants may not be comfortable with.
- Understand that people from different cultures and societies may see the world in different ways and be open to learning from participants.

WHAT'S IN A NAME?

The language connected to diversity issues is often very sensitive. With this in mind, some definitions of key terms connected with race, development and discrimination are provided below.

Asylum Seekers and Refugees An asylum seeker is someone who has applied to a Government for the right to remain in the country because they fear persecution in their own country. A refugee has been granted asylum on the grounds that they are likely to be persecuted should they return to their own country.

Developing Countries, Global South and the Majority World can all be used to describe the poor countries of Africa, Asia and Latin America.

Discrimination is action based on prejudice. This action may be carried out by individuals or through institutions such as youth clubs or the legal system.

Minority Group is a group of people whose ethnicity or identity is different to that of the majority of people in a State, for example, Travellers or people with disabilities.

Prejudice is a preconceived judgment or opinion, often based on limited information. It can be an attitude towards an entire group of people without knowledge or examination of facts with which to form an opinion.

Racism is the belief that some people are inferior because they are born into a certain ethnic, racial or cultural group. This belief leads to attitudes of prejudice and acts of discrimination. It reinforces relationships of unequal power.

Sex and Gender People are born female and male. This is their sex. They learn to be girls and boys who grow into women and men. They are taught the 'right' behaviour and roles for them. This learned behaviour is what makes up gender roles and identity.

A SUGGESTED PROGRAMME OF WORKSHOPS

This suggested six session programme of workshops builds up from identity work, to diversity and prejudice, to migration, to local action. Each session should last about an hour and a half, although this will depend on the size of the group and the time allowed for discussion.

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WARM-UPS

These warm-ups provide fun ways to introduce the topics explored more deeply in the activities in the other sections. They all take between 5 and 20 minutes and explore the issues of belonging, difference and identity. They can be used with any age group.

GREETING DIFFERENCE

- Give each participant one of the nationalities listed below and tell them how people in that country greet each other.
- Tell participants to move around the room meeting other people. They greet each other in both their own and in the other person's style.
- Without using words, participants communicate to the other person one thing that they like doing. The other shows that they have understood by repeating the mime. They then gesture farewell according to their customs and go on to greet more people.
- Bring the group back together. Ask each participant to make up their own greeting. Ask participants to move around the room meeting each other using their own greeting.

Inuit	Rub noses
French	A peck on both cheeks
Belgium	Three pecks on alternative cheeks
Irish/ British	Shake hands
Brazilian men	Shake right hand, while patting the other man on the shoulder
Russian	Hug warmly
Japanese	Place hands together and bow
Parts of South Africa	Slap on each hand and bump hip
Tanzanian	Shake hands 3 times, first time and third time, Irish style, second as at the beginning of arm wrestling.

WHO AM I?

- Participants form a circle.
- Give each participant a post-it note and ask them to write a nationality on it such as American, Polish etc.
- Tell each participant to stick the post-it note on the back of the participant sitting to their right.
- Walking around the room participants have to guess their nationality by asking yes/ no questions to other participants. Remember participants can only answer others' questions by saying yes or no. The winner is the first participant to guess which nationality they are.
- When all the participants have worked out their nationality bring the group back together and ask each in turn what nationality they were.

ANYONE WHO

- Participants sit on chairs in a circle. One participant stands in the middle and his/ her chair is taken away.
- The participant in the circle has to think of something about themselves e.g. that they are wearing a blue jumper.
- The participant in the circle says 'anyone who is wearing a blue jumper' and everyone who the phrase applies to has to change places.
- The participant in the circle takes someone else's place leaving a new participant in the circle without a chair. Repeat a number of times.

HUMAN BINGO

- Give each participant a copy of the bingo chart. Change the box titles, if necessary, to suit your group.
- Tell the group they have to find someone who fits into each of the categories on the chart. Tell the group to write the name of that person in the relevant box. Each box must have a different name in it. The first participant to fill in the whole bingo chart is the winner.
- When someone has won, bring the group back together. Read out the categories and ask participants to raise their hand if they fit into that category.

Has a parent from another country	Can't whistle
Has travelled abroad	Is from Dublin
Wears glasses or contact lenses	Can speak a foreign language
Likes curry	Can play a musical instrument

CHOOSING SYMBOLS

- Gather up as many different items as you can e.g. mobile phone, magazine, glass, mug, bottle of water, stapler, football.
- Get participants to form a circle and place all the items in the middle.
- Ask each participant to choose an item which they can identify with.
- Go around the group asking each participant to state which item they chose and why it represents them, e.g. 'I chose the mobile phone because I am always on the go and I like to talk to people.'

1 CLUB AUCTION

Aim

To explore the diversity of groups to which we each belong

Time

40 minutes

Materials

Copies of the South Africa Fact Sheet

Copies of the €1000 note given below (10 x €1000 per group)

What to do

- Ask participants to name different groups to which they belong and then to which other people in Ireland belong, for example: women, football teams, vegetarians, snorers, left handed people. Write the groups on a board.
- Hand out the South African Facts Sheet. Ask participants to imagine they were young people in South Africa. What groups might they belong to? Write their responses on a board.
- Ask each participant to decide which of the groups they would most like to belong to.
- Give each participant €10 000. Explain that there will be an auction in which each participant has to bid for the groups they want to belong to. Each group listed can only be sold to one person.
- Select an auctioneer who will lead the game with spirit and an assistant to gather the money from people. Let the auction begin!

Discussion Questions

- Which groups went for the highest amount, which groups did no-one buy? Why?
- How are the different groups treated by others? What contributions do they make to society?
- What are the differences between groups in Ireland and South Africa?



1 CLUB AUCTION

SOUTH AFRICAN FACT SHEET

South Africa has the largest proportion of people from white, Indian and mixed race backgrounds in Africa

Black South Africans account for slightly less than 80% of the population

The economy of South Africa is the largest in Africa

South Africa will be the host nation for the 2010 FIFA World Cup. It will be the first time the tournament is held in Africa

As in many African countries, the spread of AIDS is a serious problem in South Africa

There are over one million orphans in South Africa

The white population of South Africa descends largely from colonial immigrants: Dutch, German, French Huguenot, and British. Culturally, they are divided into the Afrikaners, who speak Afrikaans, and English-speaking groups

There is great diversity in music from South Africa. Many black musicians who sang in Afrikaans or English during apartheid have since begun to sing in traditional African languages and have developed a unique style called Kwaito. South Africa has eleven official languages and also recognises eight non-official languages.

About two-thirds of South Africans are Christian, mainly Protestant. They belong to a variety of churches, including many that combine Christian and traditional African beliefs. Traditional African beliefs are also held by non-Christians. Other significant religions are Islam, Hinduism and Judaism.

2 MIND-MAPPING IRELAND

Aim

To explore how Irish people and people from other countries view Irish identity

Time

20 minutes

Materials

Flip chart paper and pens.

What to do

- Divide the group into pairs and label them A and B. Give each pair a piece of flip chart paper folded in two. Each pair writes 'IRISH' in the middle of the paper.
- Ask each pair to think of the first five words that they would associate with the word 'IRISH' and to write or draw these words around the word 'IRISH'.
- Each pair then thinks of words they would associate with each of the five chosen words and writes or draws these around the page. Explain that this is a mind-map.
- Ask each pair to cut a hole in the paper across the fold so that partner A can wear the piece of paper like a T-shirt with the mind-map on the front
- Bring the group back together and ask the B partners to explain the mind-maps on their A partners, to the rest of the group. Discuss with the group whether these words really reflect what it means to be Irish and where these ideas about Irishness come from.
- Ask the As to take off the T-shirt. Each pair writes 'IRISH' in the centre of the back of the T-shirt and writes or draws things that they think give a different picture of what Ireland is like.
- Bring the group back together with the Bs wearing the T-shirts. Ask the As to describe the new mind-maps. Ask the group how the mind-maps on the backs and fronts of the T-shirts compare.

Discussion Questions

- Where do our ideas about people in other countries come from?
- How might our perceptions affect the way we treat them?

3 GIVE ME FIVE!

Aim

To encourage participants to explore the contribution they can and do make to their local community and to the wider world

Time

15 minutes

Materials

A piece of A4 paper per participant, markers

What to do

- Give each participant a piece of A4 paper.
- Ask them to draw around their hand.
- Tell them they are going to fill in the fingers as follows:

Thumb – Stick your thumb up making the gesture for good.

Participants should write something good about themselves in the thumb on their drawing.

Index finger – Point and wave your index finger at the group as if telling them to stop doing something bad. Participants should write something that they want others to stop doing in the index finger on their drawing.

Middle finger – Point to your middle finger showing that it is the biggest finger on your hand. Participants should write whatever they think is the biggest problem in the world in the middle finger on their drawing.

Fourth finger – Point to your fourth finger and remind participants that it is the finger on which people would wear their wedding ring. Participants should write something they love about their area in the ring finger on their drawings.

Little Finger – Hold up your little finger. Participants should write a small change they are going to make to their lives to make the world a better place in the little finger on their drawings.

- Stick the hands on the walls.

Discussion Questions

- What do the different 'hands' have in common?
- What global problems did the group identify?
- What actions were suggested?

4 MONSTER IN THE MIDDLE

Aim

To explore the variety of groups to which we belong and our attitudes to people in these groups

Time

10 minutes

Note to Leaders

Some participants may find the comments made by others regarding particular groups upsetting. Ensure that the debrief after the activity provides an opportunity for these participants to share any reactions they have to these comments and that it addresses any anger or frustration that the game may provoke.

What to do

- Choose two people to be the monsters. Ask half the rest of the group to go to the top of the room and the other half to go to the bottom. The monsters stand in the middle.
- Read out the first set of groups from the list below, for example vegetarian/ meat-eater. (Choose those sets which are most appropriate for your group).
- Participants belonging to the first group in the set (vegetarian) should go to the top of the room and participants belonging to the second group in the set (meat-eaters) should go to the bottom of the room. Participants have to go to one end or the other.
- As participants change places the monsters each catch someone. Those caught become the new monsters and the old monster go to which ever side they belong to.
- Ask the groups to call out any feelings they have towards the other group.
- Repeat for each of the sets of groups.

Discussion Questions

- Which of the groups are you pleased to be in? Are there any groups you are not pleased to be in?
- Did you like/ dislike any of the comments you heard?
- Were there any sets of groups that you didn't feel happy being on one side or another?

GROUPS

vegetarian/ meat-eater

Irish/ migrant

Chinese food lover/
Chinese food hater

cat lover/ cat hater

female/ male

under 18/ over 18

musical/ not musical

sports fan/ not into sport

smoker/ non-smoker

cook/ can't cook

can roll tongue/ can't roll tongue

like liquorice/ liquorice hater

religious/ not religious

live in rural area/ live in city

people who drink/ don't drink

5 WHAT ABOUT ME?

Aim

To explore how our perceptions of minority groups affect our behaviour towards them and to examine how it impacts on young people's individual identities.

Time

50 minutes

Materials

Set of role cards for each group.

What to do

- Divide participants into six groups and give each group one set of role cards – disability, asylum-seekers/refugees, gay, Travellers, ethnic minorities and majority ethnic group. Ensure that each person in the group has a card.
- Participants have five minutes to get into their role and explain their role to others in their group.
- Tell three groups that they are hosts and the other three groups that they are visitors and pair up the groups. Give the groups a further five minutes to prepare for the visits. Ask them to think about the group they are going to meet, where the meeting will take place and whether the group they are going to meet will have any special needs.
- Ask the groups to act out the visits, then ask each group to discuss what happened on the visit, how they were treated by the other group, how they responded to that treatment and how it made them feel.
- If you have time, repeat the visits.
- Bring all the groups together and ask participants to share their experiences.

It is important to ensure participants de-role before discussing the activity. Explain that the role play is over and ask them to shake out their legs and arms or change places

Discussion Questions

- Does this happen in real life?
- Is it particular to Ireland or does it happen elsewhere in the world?
- How are our actions affected by these attitudes?
- What effect does it have on the people we meet?
- Where do we learn these attitudes?

Activity taken from Lifestories (NYCI, 2004)

ROLE CARDS

Group with Disabilities

Ellen

I am fifteen and have been deaf since birth. I am fluent in sign language. I am active in my local youth club and enjoy reading and watching videos.

Dave

I am eighteen and have just completed the Leaving Cert. I have cerebral palsy and have difficulty controlling my limbs. In school I got special support from a teacher. I used to play a lot of sports and I still swim. I have a motorised wheelchair.

John

I have acute schizophrenia. Before I started taking medicine, I used to hear voices in my head telling me people want to hurt me, but I'm much better now. I get extra help from the teachers at school to ensure that I don't fall behind. My friends have been really supportive. I really like films, but I don't like the way people with mental illnesses are portrayed. I'd like to be a film director one day.

Gay, Lesbian, Bisexual and Transgendered Group

Tara

I am 20 years old. I love music and have won some singing competitions. I recently came out to my best friend but haven't told my parents yet. I get uncomfortable when sexuality comes up in conversation. At school and college, I hear other students make openly homophobic comments. It makes me sad.

Dermot

I'm gay but I'm not out about it. I've used a wheelchair since I was ten. I don't know whether insults towards gay people or patronising attitudes to people with disabilities are worse.

Tony

I am proud of who I am. I have loads of gay and straight friends. I want to be a doctor when I leave school. My parents have been really supportive of me.

Asylum Seeker/Refugee Group

Pierre

I am from Kinshasa in Democratic Republic of Congo (DRC). That's in central Africa. I came to Ireland on my own two years ago after my parents were killed. I joined a soccer club near the hostel where I live and I've made lots of friends there. You meet idiots all the time who say nasty things, but I've learned to look the other way. It's not always easy though. I miss having my family there to help me through the tough times.

Mary

I am from Kabul in Afghanistan. I came to Ireland in 2001 to escape from life under the Taliban. I had a long journey to get here. First my family had to leave everything behind and flee to a refugee camp in Pakistan. Then we were part of a group that came to Ireland. It's nice that I can go to school here but I miss my friends and want to go home.

Eva

I came to Ireland four years ago. I'd like to make friends my own age, but Irish people aren't very friendly. At home we speak Romanian. I don't see myself staying in Ireland for too long. My English is not so good so I have to be put in a lower class at school.

ROLE CARDS

Ethnic Minority Group

Sunny

I was born in Galway and I'm in fourth year at school. I want to be an engineer. I like all outdoor pursuits, particularly water sports. In my youth group we go on hikes and do canoeing. My mother is from Sierra Leone and I am black.

Cais

I have lived in Dublin all my life. I'm 15 years old. My parents came to Ireland in the 1970s to build a new life for themselves. Later my grandmother joined us. I have Irish friends and English is my first language but my parents speak Vietnamese. I enjoy listening to my grandmother talking about Vietnam. I've never been there but someday I'll visit.

Majda

I'm nineteen and come from Saudi Arabia. I'm a student here in Ireland. I get some funny looks because I wear a hijab or headscarf. I've Muslim friends who don't wear it. It's just my choice. I have given a few talks about my life and where I'm from. I really enjoy that.

Traveller Group

Martina

I currently live on a halting site in Cork. I left school at thirteen. I look after my younger brothers and sisters when my Mum and Dad aren't there. I don't have any friends who aren't Travellers. People who live in houses call us 'knackers' but I don't remember any of them coming down here to talk to us.

Samantha

I'm seventeen and live on a halting site. I'm studying for my Leaving Certificate at the moment and if I get my exams I'd like to study further. I volunteer as a leader with a youth group. I really enjoy it.

Owen

I live on an estate in west Dublin. Our house is like all the hundreds of other. It's brutal being young here. There's nothing to do. I think I'd prefer to still be travelling. At least you'd see new places all the time.

Majority Ethnic Group

Eileen

I am fourteen. My school has lots of after-school activities but as I live 20 miles away, I don't get to participate. My friends and I have formed a band but there's nowhere locally to play gigs.

Rory

I live with my Mum in a small flat in Waterford. I like school but I sometimes feel bad when others talk about their holidays or their new Nikes. I can't afford to wear labels and have to work part time to help Mum pay the bills. I'd like to join a youth club, but I don't have much spare time.

Mary

I was brought up in a Catholic family. In school I began to question religion and by the time I started college, I was a confirmed non-believer. It amuses me that religion is mixed up with so many conflicts around the world, some closer than others. I get annoyed when people assume that I'm a Catholic.

6 THE WALK OF LIFE

SECTION 2 PREJUDICE AND DISCRIMINATION

Aim

To encourage young people to reflect on the experiences of minority groups and to recognise the different ways in which discrimination occurs.

Time

20 minutes

Materials

Copies of the role cards from the activity *What About Me*.

What to do

- Mix up the role cards from the activity *What About Me* and give a role card to each participant. Ask participants to stand side-by-side at one end of the room facing in the same direction.
- Read the participants the series of statements provided below. If necessary, simplify the statements for younger age groups. Ask participants, in the roles they have been given, to take a step forward if the statement applies to them and a step backward if the statement does not apply to them. The participant who has taken the most steps forwards is the winner.
- Where did participants end up? Ask a selection of people at the front, at the back and in the middle how they feel about where they ended up and what their attitudes are to other people who are at different distances. Ask them to identify who they are. When people have identified their character ask if anyone else belonged to the same group. What choices did they make to end up where they did and why?

Discussion Questions

- In Ireland which groups are particularly affected by the issues raised in the statements?
- In real life do minority groups, such as Travellers, experience these kinds of exclusion and inclusion?
- How could we make life more equal for the different people considered in this game?
- How would the experiences of minority groups in Ireland compare to the experiences of minority groups in other countries? For example, how are members of the Roma community treated in Eastern Europe?

6 THE WALK OF LIFE

STATEMENTS

When I turn on the television or open the newspaper I expect to see people like me.	I find it easy to shop at my local supermarket and get exactly what I want there.
I can be sure that in school I will learn about the history of my group.	I can go to hairdressers and expect to find someone who knows how to cut and manage hair like mine.
When I hear or read about our national heritage, I am told of the contributions made by people like me.	I can go shopping on my own, pretty sure I will not be followed, harassed or made fun of.
When I go to school, I will see people like me in the schoolbooks and hear about people like me in lessons.	If I ask for the 'person in charge' in a shop I can be pretty sure that I will be dealing with a person like me.
My family can be sure of finding a suitable place to live.	If I do something stupid, wrong or illegal, people will not think that everyone from my group does things that are stupid, wrong or illegal.
My neighbours will be pleasant and friendly towards me and my family.	I am never asked to speak for the people of my group or to describe what it is like to be from my group.
If I go to a doctor I can be sure that I won't be turned away because of who I am.	Whenever I use cheques or credit cards people never look at me suspiciously.
I can go into a music shop and find music of my culture.	

7 THE EXCLUSION GAME

Aim

To enable participants to experience exclusion and domination in a safe environment encouraging empathy and solidarity with others

Time

30 minutes

Materials

Sheets of sticky dots in three different colours

What to do

- Divide participants into three groups. Place a dot on the forehead of each participant: Red for one group, Green for another and Blue for the third.
- Tell participants that Greens are all in their 30s and 40s and that they have all the power. Give them chairs to sit on and sweets. Tell the Reds that they are all over 65 years old and to stand together with their noses touching one wall and not to look around or talk. Tell Blues that they are all under 18 and that they must do exactly what the Greens say. You can give Greens some suggestions for instruction such as hop on one leg, do press ups, make animal noises, pretend to be elephants.
- Repeat with Blues being in their 30s and 40s and having all the power, Reds being under 18 years old and following Blues instructions and Greens being over 65 years old with the noses against a wall.
- Repeat with Reds being in their 30s and 40s and having all the power, Greens being under 18 years old, following their instructions and Blues being over 65 years old with noses against the wall.
- Bring the group back together in a circle. Ask all participants to remove the dots from their head and to shake out their arms and legs taking deep breaths.

It is important to ensure participants shake out any anger built up in the game and have the opportunity to discuss how the game made them feel.

Discussion Questions

- How did each participant feel at each stage of the game?
- Does this game reflect how people of different ages are treated in Ireland? How are young people treated? How are old people treated?
- What other groups in Ireland experience exclusion?
- Where does exclusion and oppression like this happen around the world?

8 LABEL JARS NOT PEOPLE

Aim

To explore participants' stereotypes and prejudices and the impact these have on other people.

Time

35 minutes

Materials

Flip chart paper and Post-it notes or sticky labels.

What to do

- Write the labels on post-it notes or sticky labels. Select four groups from the list, choosing those which are most appropriate to your participants and the theme of the workshop. Label four pieces of flip chart paper with the names of the four groups.
- Ask four volunteers to each be a person from one of the groups and give each volunteer their sheet of paper.
- Ask the remaining participants to form pairs. Divide the labels among the pairs. Ask each pair to decide which of the groups each label best fits and to stick the label on that volunteer's piece of flip chart paper.
- Ask the volunteers to decide which labels they want to keep and which they don't and to divide the labels on the flip chart paper accordingly.
- Bring the group back together for discussion.

Discussion Questions

- Which labels did the volunteers like and dislike? How did it feel to have certain labels dumped on you?
- Do the labels accurately reflect the groups to which they were attached?
- Where do our ideas about these groups come from?

GROUPS

American
African
Unionist
Asylum seeker
Garda
Dubliner
Traveller
Single mother
English person
Woman
Vegetarian
Teenager
Hoodie wearer
Muslim

LABELS

Happy	Drunken	Lazy	Copycat
Good listener	Bad listener	Crazy	Bully
Boastful	Funny	Rich	Pitiful
Intelligent	Fat	Mean	Greedy
Stupid	Sponger	Cold	Optimistic
Sensitive	Poor	Pessimistic	Carefree
Aggressive	Humble	Hard working	Different
Strange	Generous	Sly	Warm
Dirty	Strong	Kind	Loyal
Posh	Rude	Good looking	Boring
Selfish	Bossy	Moral	Sexy
Victim	Musical	Old fashioned	Loving
Evil	Cruel	Creative	Peace loving
Liberal	Outgoing	Energetic	Backward

9 KNOW YOUR PLACE!

Aim

To explore class prejudice

Time

20 minutes

Materials

Post-it notes or sticky labels

What to do

- Give each participant a post-it note with a job written on it and ask them to stick it on their backs so that everyone else knows what they do but they do not.
- In turn, each participant asks a question about themselves, but not their jobs, for example: Where did I go to school? What accent do I have? How old am I? Where do I live? The other participants should answer according to how they would expect someone with that job to be.
- From the others' answers, participants should guess what jobs they have.

Discussion Questions

- What helped you guess the job?
- How does a person's background influence the type of work they do?
- Why do some jobs have a higher status than others?

JOB CARDS

Judge

Mechanic

Bouncer

Cleaner

Doctor

Head teacher

Hair dresser

Thief

10 SPENDING €19.10

Aim

To highlight the injustice experienced by asylum seekers in Ireland

Time

20 minutes

Materials

Copies of the fake money and suggested items for sale.

Note to Leader

The figure of €19.10 may change. To ensure that it is still up to date when you do this activity check out www.refugeecouncil.ie.

What to do

- Divide the group into pairs.
- Give each pair €19.10 in fake money and a copy of the suggested items for sale.
- Explain that they are asylum seekers in Ireland, that they are not allowed to work and that they are given food, accommodation and €19.10 a week for all their other needs.
- Ask each pair to decide how they would spend their money. The items for sale provide some suggestions. Remember you might want more than one of whatever you choose to buy and that while you are given food you don't like all the food you are given.
- When the pairs have worked out how they want to spend their money, ask them to share their budgets with the rest of the group.

Discussion Questions

- Did you know that this is what asylum seekers were entitled to?
- Is this generous, mean, or the right amount?
- Is this hard, easy to live on?

SUGGESTED ITEMS FOR SALE

1 hour on the internet	€2
CD	€20
Pint of Guinness	€4
Chocolate bar	80 cents
Phone card	€5
Travel to see friends	€20 per trip
Cinema	€8
Banana	30 cents
Stamps	48 cents
Warm coat	€40
Bus fare	€1.30
New Shoes	€45

11 THE MYTHS & FACTS GAME

Aim

To challenge myths surrounding groups that experience inequalities in Ireland

Time

20 minutes

Materials

Copies of the Myths and Facts statements below and art materials.

What to do

- Mix up the cards with the different myths and facts and lay them around the room.
- Invite participants to pick up one of the cards and find the person with the myth or fact which is connected to their card. Ask participants to read out their myths and facts.
- Ask the group to discuss where the myths come from and what impact they have on the way we treat people in Ireland.
- Ask participants to choose one fact and design a poster highlighting that fact.

Myth

Young people today are selfish and cause a lot of social problems.

Fact

60% of young people aged between 12 and 24 want to help people in developing countries.

Myth

Most of the people who come from overseas to live in Ireland are asylum seekers

Myth

People with disabilities can't work.

Myth

Women in Ireland get equal or better treatment than men. It's only in foreign countries that there is discrimination against women.

Fact

Since 1995 most people coming to live in Ireland are returning Irish nationals (50%) EU/US nationals (38%) and people from the rest of the world (12%).

Fact

Many people with a disability can work but face barriers to getting a job because employers have not made the necessary changes to accommodate them.

Fact

Women have only 13% of Dáil seats compared with 16% worldwide. Less than 3% of the top executives in Ireland are women. 18% of women have been abused by a current or former partner.

11 THE MYTHS & FACTS GAME

Myth

Being gay, lesbian, bisexual or transgendered is a choice.

Fact

Being gay, lesbian, bisexual or transgendered is no more a choice than being heterosexual.

Myth

Travellers choose to live on the side of the road with no services.

Fact

While a small percentage of Travellers may choose to live on the side of the road, the vast majority wish to have decent serviced accommodation while maintaining their Traveller culture.

Myth

Migrants are a drain on the Irish economy.

Fact

The majority of migrants are people of working age and do not use services any more than any other group, in fact they contribute to them through taxation. Asylum seekers are not allowed to enter employment until they are granted refugee status and therefore do not have the option of contributing to taxation.

Myth

Lesbian, gay, bisexual and transgendered people don't want long-term, loving relationships.

Fact

Loving relationships are just as important to lesbian, gay, bisexual and transgendered people as they are to heterosexual people.

Myth

Asylum seekers receive cars, mobile phones and services to which Irish people are not entitled

Fact

Asylum seekers are not entitled to free cars or mobile phones. Most are housed in hostel type accommodation until their application is processed and receive €19.10 per week per person. This amount has not increased since 2000.

Myth

Migrant workers in Ireland have the same rights as Irish workers.

Fact

Many migrant workers do not have the right to have their family with them or to choose who they work for.

12 HIS AND HER COLLAGES

SECTION 3 UNDERSTANDING DIVERSITY

Aim

To examine gender stereotypes and sexual discrimination worldwide

Time

1 hour

Materials

Magazines and brochures, art materials, 2 large pieces of paper.

What to do

- Sit participants in a circle. Ask each participant in turn to say and complete the following two sentences, depending on whether they are male or female.

For Boys: *Because I am a man I must ...
If I were a woman I could ...*

For Girls: *Because I am a woman I must ...
If I were a man I could ...*

- Divide the magazines among participants and ask them to cut out pictures from the magazines. Ask them to divide these pictures into two piles- those they connect with boys/ men and those they connect with girls/ women. Ask them to stick all the pictures they associate with males on one of the large pieces of paper and all the pictures they associate with females on the other piece of paper.
- Ask for two volunteers (ideally one female and one male). Ask the female volunteer to lie on the collage of pictures connected with girls/ women and ask the male volunteer to lie on the collage of picture connected with boys/ men. Draw around the bodies with thick black pen, cut out their body outlines and pin the two bodies on opposite walls.
- Read out the questions below. Ask participants to stand by the male body if they think the answer is male and the female body if they think the answer is female.

Discussion Questions

- What items/ images/ colours did participants associate with boys or men and what with girls or women? Why? Where do these connections come from?
- Do these images portray what males and females are really like?
- Why are there such worldwide inequalities between men and women? Are these fair?

12 HIS AND HER COLLAGES

QUESTION	ANSWER	FACT
Worldwide who earns more, men or women?	Men	Women earn 75% of men's income
Worldwide, do men or women work longer hours?	Women	In virtually every country in the world women work longer hours than men yet share less in the economic rewards.
Worldwide, do more girls or boys die before the age of five?	Girls	More girls die before the age of 5 than boys
Who owns more of the world's property, men or women?	Men	Women own only 1% of the world property
In Africa who does more of the agricultural work, men or women?	Women	In Africa, 75% of the agricultural work is carried out by women.
Worldwide can more women or men read and write?	Men	Two thirds of the world's population who are illiterate are female
Are most of the world's poor female or male?	Women	Over 70% of the world's poor are female.

* Facts taken from *Spiced Up* (NYCI, 2004).

13 MAPPING MATES

Aim

To explore some of the reasons for migration

Time

15 minutes

Materials

Copies of the map of the world

What to do:

- Divide participants into groups of three and give each group a map of the world.
- Ask participants to colour in the countries in the world to which they are linked through the movement of people, for example where they have been on holiday or where someone they know has come from.
- Ask participants to call out the countries they have coloured in and how they are linked to the countries. Write up participants' answers on a flip chart.

A further suggestion

- Make a large photocopy of the world map and stick it on the wall.
- Take a small photo of each participant and ask participants to stick their photos around the world map.
- Ask each participant to show their connection to different parts of the world, including places they have been to and places they know people from, by sticking pieces of string between their photo and those places.
- When every participant has marked their global connections on the map, see how many countries the group is connected to.

Discussion Questions

- What were the main countries that people were connected to?
- For what reasons do participants travel to other countries?
- Why did people from other counties come to Ireland?

14 ON ROUTE TO IRELAND ROLE PLAYS

Aim

To explore some of the reasons for migration

Time

50 minutes

Materials

Copies of the role play cards and old clothes, coloured paper, glue and scissors for dressing up.

What to do

- Divide the participants into four groups. Give each group one of the role cards.
- Allow 20 minutes for each group to prepare a short role play based on their role card.
- Ask each group to present their role play to the other participants.

Discussion Questions

- What did you like about the role plays of the other groups?
- What struck you about their stories?
- What do their stories have in common? How do they differ?

ROLE CARDS

Fryderyk

I live in Krakow in Poland. It's a very attractive town. I am an Architect but I can't find a good job where I am from. Prices are very high now in Poland and wages, if you can get a job, are very low. I am 23 years old. I heard that there are lots of jobs in Ireland and that people are very friendly. I am thinking about leaving Poland to go there.

Alex

I am 18 years old and was born in Boston in the USA. My parents were both from Ireland and I have lots of cousins who still live there. I went to Ireland once when I was a child but I can't remember it very well. I would like to live in Ireland for a while because I imagine it is a wonderful friendly place and I want to understand where my ancestors are from.

Sandrine

I am 17 years old and I am from the Cameroon in West Africa. Earlier this year I was expelled from my college because I am a lesbian. I am extremely worried, not only because I won't be able to finish my education but because homosexuality is a crime in Cameroon and I fear I will be arrested. I have heard of gay people being attacked and it scares me. A friend told me that she thinks I should leave Cameroon and that she knows some people who might help me in Ireland. I think I might try and claim asylum there.

Akma

I am from Kuala Lumpur in Malaysia. I want to be a doctor. I have heard that there are good medical courses in Ireland and that I might be able to get sponsorship from the Malaysian Government to study there. I also heard that there is lots of work available in Ireland which would help me to pay for food and rent while I am away. I am a committed Muslim and wear a headscarf and I am a bit worried about how people in Ireland will treat me.

15 GET PACKING!

Aim

To explore the difficult decisions faced by people seeking asylum and to encourage empathy with them.

Time

30 minutes

Materials

Pieces of paper or card, colouring pens or pencils, glue.

What to do

- Tell participants that there has been massive floods across Ireland and that they have to leave the country as soon as possible. Tell them they can each take just five things.
- Ask each participant to create a suitcase by sticking a handle onto a piece of card or paper. Ask them to draw the five things that they would pack to take with them in the suitcase. Ask them to stick a label onto the suitcase with their name and the country they would choose to escape to written on it.
- Divide participants into teams of four. Tell them that there is very little room on the boat and that each group can only take five items altogether. In their teams ask participants to choose from their individual suit cases which five items they will take.
- Bring participants back together and ask each team which items they chose, where they decided to escape to and the reasons for their decisions.
- Ask the group who in real life has to make these kinds of decisions. How would they feel arriving somewhere like Ireland?

16 I BELIEVE

Aim

To encourage participants to consider the differences and similarities between and within religions

Time

30 minutes

Materials

Post-it notes, cut outs of the religion facts.

What to do

- Brainstorm what the followers of each of these religions are called: Christianity, Islam, Judaism, Buddhism and Hinduism.
- Ask participants to sit in a circle. Go around the circle labelling people in turn with the post-it notes: Muslim, Christian, Buddhist, Hindu, Jewish. Tell participants that these are the five main religions in the world. Read out the religion facts below, one at a time, and ask participants to stand up if they think that the religion fact applies to their label. Tell participants which religion(s) the fact does apply to before moving on to the next fact.
- Ask one participant to stand in the middle of the circle and take their chair away. Read though the facts again. This time, when a participant thinks a fact applies to their label, they must stand up and run around the outside of the circle until they find a new chair to sit down. The participant in the centre of the circle can take any chair as soon as it becomes empty, so a new participant should find themselves without a chair and have to stand in the middle.
- If anyone does not stand up when the fact applies to their label, tell them they have to stand up and move. This means they are likely to end up the one in the middle without a chair for that round.

Discussion Questions

- Did any of the facts surprise you? Why?
- What are the similarities and difference between the different religions?
- Are there any differences between followers of the same religion?
- What religions do we hear most about in Ireland? Where do we get this information?

RELIGION FACTS

The name of this religion literally means submission to the will or law of God.

Muslim

This religion believes that Gods exist but denies that they have any special role or that there is any value in praying and sacrificing things to them. *Buddhist*

This religion believes that every seventh day should be a day of rest when no work is performed. *Jewish and Christian*

This religion believes that there is only one God. *Islamic, Christian and Jewish.*

This religion is significant in Sri Lanka, Thailand, Cambodia, Burma, Laos, China, Japan, Taiwan, Tibet, Nepal, Mongolia, Korea and Vietnam. *Buddhist*

Followers of this religion believes that after death, the soul leaves the body and is reborn in the body of another person, animal, vegetable, or mineral. *Hindu and Buddhist*

In this religion most people worship the Gods Shiva, Vishnu, or the Goddess (Devi) along with hundreds of additional minor deities. *Hindu*

This is the second largest religion in Europe. *Muslim*

This religion originated in the Middle East. *Jewish, Christian and Muslim*

This religion prohibits the eating of meat (especially beef). *Hindu*

In this religion the highest spiritual leaders are all men. *Christian, Islamic and Jewish*

This religion follows the teaching of a man who did not write down his ideas. *Buddhist and Christian*

This religion believes that nothing that humans experience is worthless; everything ultimately has meaning. *Jewish*

This religion believes that good behaviour will be rewarded and sin punished after death. *Jewish, Muslim and Christian*

In this religion women keep their own family name. *Muslim*

17 DESIGN AN INCLUSIVE YOUTH CLUB

Aim

To consider the ways in which a club or organisation can exclude people and to encourage reflection on what is necessary to make a club inclusive.

Time

25 minutes

Materials

Flipchart, pens

Part 1

- Divide participants into 2 groups, group A and group B. Ask each group to come up with a list of rules which would exclude people from joining their youth club. Collect the lists.
- Ask a volunteer from group A to mime the first of group B's rules. Group A have two minutes to guess what the rule is. Then, ask a volunteer from group B to mime one of the rules from group A's list.
- Repeat until everyone has had a chance to mime. Keep the score giving each group a point for any rules they guess within the two minutes.

The Ready, Steady, Draw Alternative

Instead of miming the rules, a volunteer can be given 2 minutes to communicate a rule to his or her group by drawing it.

Part 2

Write up the rules suggested below on a flipchart and discuss the points below.

- Who would be prevented from joining the club if these rules were enforced?
- Do any of barriers like these exist in your youth club?
- How could you remove these barriers?
- Are there other ways of making your youth club more inclusive?

Part 3

Develop a charter for your youth group to promote the rights and inclusion of young people from a wide variety of backgrounds

SUGGESTED RULES OR BARRIERS

- Members must pay €15 each week
- Nobody with blond hair can be a member
- If you want to say anything it has to be in French
- Meets at 11.30am on a Tuesday
- You have to be able to do cart wheels to be a member
- Half of the meetings will be spent learning to type
- You have to be able to drive to be a member
- The only toilet at the youth club is on the sixth floor of the building and there is no lift
- Black coffee and ham sandwiches will be served but no other drink or food is allowed
- All decisions are made by the members who have been there the longest
- Only people from a certain area can attend
- Everyone has to wear a skirt to meetings

TAKING ACTION

- Develop a charter for your youth group to promote the rights and inclusion of young people from a wide variety of backgrounds.
- Encourage young people from different backgrounds to join your youth group.
- Run a poster campaign putting up the posters that participants have done during the Myths and Facts Game.
- Invite speakers to your club to talk about inequalities experienced by people in Ireland and around the world.
- Organise meetings or activities with a group whose members are from a minority community.
- Find out if groups in your area have links to youth and community groups in the Developing World. Make contact and share information about your respective activities and experiences.
- Hold a food or dance fest, asking participants to bring in music and food from different countries for a celebration of cultures from around the World.
- Find out what languages are spoken by migrant communities in your area. See if someone can translate information on your youth group into these languages.

RESOURCES

Beyond the Local: Bringing a Global Perspective to Anti-Racist Youth Work, NYCI, 2005.

Compass. A Manual on Human Rights Education with Young People, Council of Europe, 2002. Available from www.eycb.coe.int/compass

Embracing Diversity: Youth Activities on Multiculturalism and the Environment, ECO-UNESCO 2003.

Life Stories: Exploring Identity with Young People, NYCI, 2004.

Making a Difference, NYCI, 2005

Northern Ireland; A Place Apart? Exploring Conflict, Peace and Reconciliation in these Irelands, Glenree Centre for reconciliation and 80:20, 2000

Peace by Piece, NYCI, 2003.

Spiced Up, NYCI, 2004.

Steps Towards Inclusion: Developing Youth Work with Separated Children, NYCI, 2003

T. Kit, Intercultural Learning, Council of Europe. Available from www.eycb.coe.int/tkit

80:20 Development in an Unequal World, 80:20, 2006

WEBSITES

www.youthdeved.ie – the website of the National Youth Development Education Programme which contains downloadable education packs and information on training opportunities for youth workers, services to youth organisations and upcoming development education events for young people.

www.developmenteducation.ie – a comprehensive development education site which contains facts, statistics, animations, cartoons and activities for exploring development issues.

www.eycb.coe.int/compass – a comprehensive education resource on human rights and development education which contains activities, information, facts and statistics.

www.bigpic.biz – a website on global citizenship for young people and youth workers.

www.dea.org.uk – the website of the Development Education Association in the UK which contains resources, research publications and information on actions and campaigns.

www.nccri.ie – the website of the National Consultative Committee on Racism and Interculturalism includes relevant publications, facts, links and information on training.

www.diversityireland.ie – the website of the National Action Plan against Racism. Includes information on grants, news and publications.

www.pwidi.ie – the website of People With Disabilities in Ireland which includes information, news, publications and useful links.

www.irishrefugeecouncil.ie – the website of the Irish Refugee Council which includes facts and statistics on refugees in Ireland.

www.united.non-profit.nl – the website of United for Intercultural Action which includes links to organisations throughout Europe working against discrimination and racism and information on related activities.

www.alldifferent-allequal.info – the website of the All Different All Equal Campaign run by the Council of Europe with information for young people, leaders and campaigners.

CONTACTS

NATIONAL YOUTH DEVELOPMENT EDUCATION PROGRAMME

c/o National Youth Council of Ireland (NYCI), 3 Montague Street, Dublin 2.
01 478 4122
deved@nyci.ie
www.youthdeved.ie

AKIDWA – AFRICAN WOMEN'S SUPPORT GROUP

19 Belvedere Place, Dublin 1
01 8552143
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AMNESTY INTERNATIONAL

Sean MacBride House, 48 Fleet Street, Dublin 2
01 677 6361
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www.amnesty.ie

ASSOCIATION OF REFUGEES AND ASYLUM SEEKERS IN IRELAND (ARASI)

213 North Circular Road, Dublin 7
01 838 1142
arasi@indigo.ie
www.arasi.org

BANÚLACHT

Women in Ireland for Development
20 Lower Dominick Street
Dublin 1
info@banulacht.ie
www.banulacht.ie

BELONG TO (LESBIAN AND GAY YOUTH CLUB)

OUThouse, 105 Capel Street, Dublin 1
01 873 4184
belongto@eircom.net
www.belongto.ie

CENTRE FOR GLOBAL EDUCATION

9 University Street, Belfast, BT7 1FT.
028 90 241879
info@cge.uk.com
www.centreforglobaleducation.com

COMHLÁMH

10 Upper Camden Street, Dublin 2
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CONCERN WORLDWIDE

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GALWAY ONE WORLD CENTRE

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IMMIGRANT COUNCIL OF IRELAND

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01 674 0200
info@immigrantcouncil.ie
www.immigrantcouncil.ie

IRISH REFUGEE COUNCIL

88 Capel Street, Dublin 1
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www.irishrefugeecouncil.ie

Bank Place, Ennis, Co. Clare

065 682 2026
irc.ennis@eircom.net

IRISH WHEELCHAIR ASSOCIATION (IWA)

Aras Chuchulainn, Blackheath Drive,
Clontarf, Dublin 3
01 8721744
info@iwa.ie
www.iwa.ie

KERRY ACTION FOR DEVELOPMENT EDUCATION (KADE)

11 Denny Street, Tralee, Co. Kerry
066 718 1358
kade@eircom.net
www.kade.ie
LATIN AMERICAN SOLIDARITY CENTRE (LASC)
5 Merrion Row, Dublin 2.
01 6760435
info@lasc.ie
www.lasc.ie

MIGRANT RIGHTS CENTRE IRELAND

55 Parnell Square West, Dublin 1.
01 889 7570
info@mrci.ie
www.mrci.ie

PAVEE POINT TRAVELLERS' CENTRE

46 North Great Charles Street, Dublin 1.
01 878 0255
pavee@iol.ie
www.paveepoint.ie

THE AFRICA CENTRE

9c Abbey Street, Methodist Church Building,
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www.africacentre.ie

TRÓCAIRE

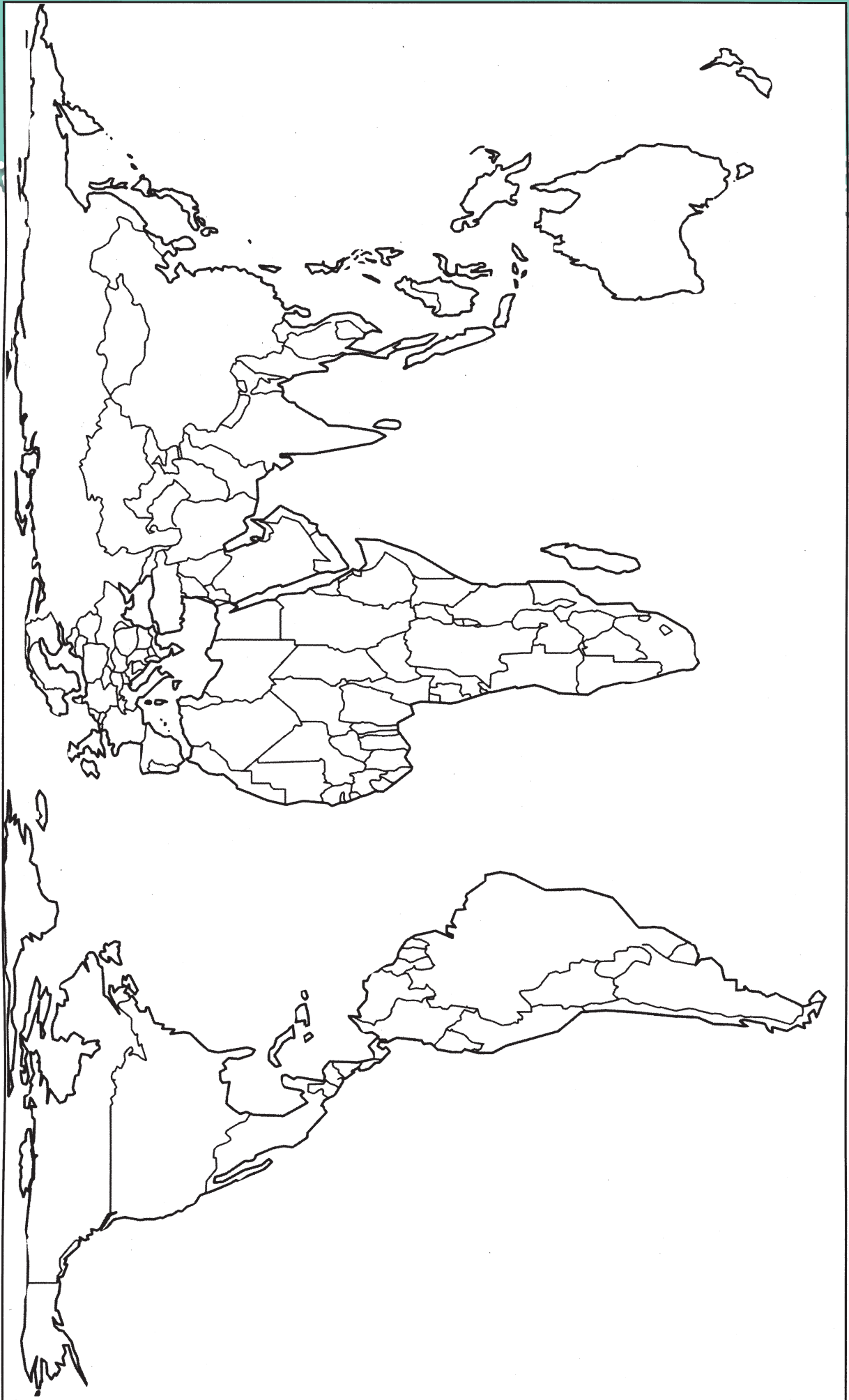
Maynooth, Co. Kildare.
01 629 3333
info@trocaire.ie
www.trocaire.ie

80:20 EDUCATING AND ACTING FOR A BETTER WORLD


St Cronan's Boys National School, Vevay
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Peters Projection maps show all countries of the world in their true size and location.



Written by Rowan Oberman based on a resource by Conall Ó Caoimh
Activity 6 written by Matthew Seeback, Pavee Point

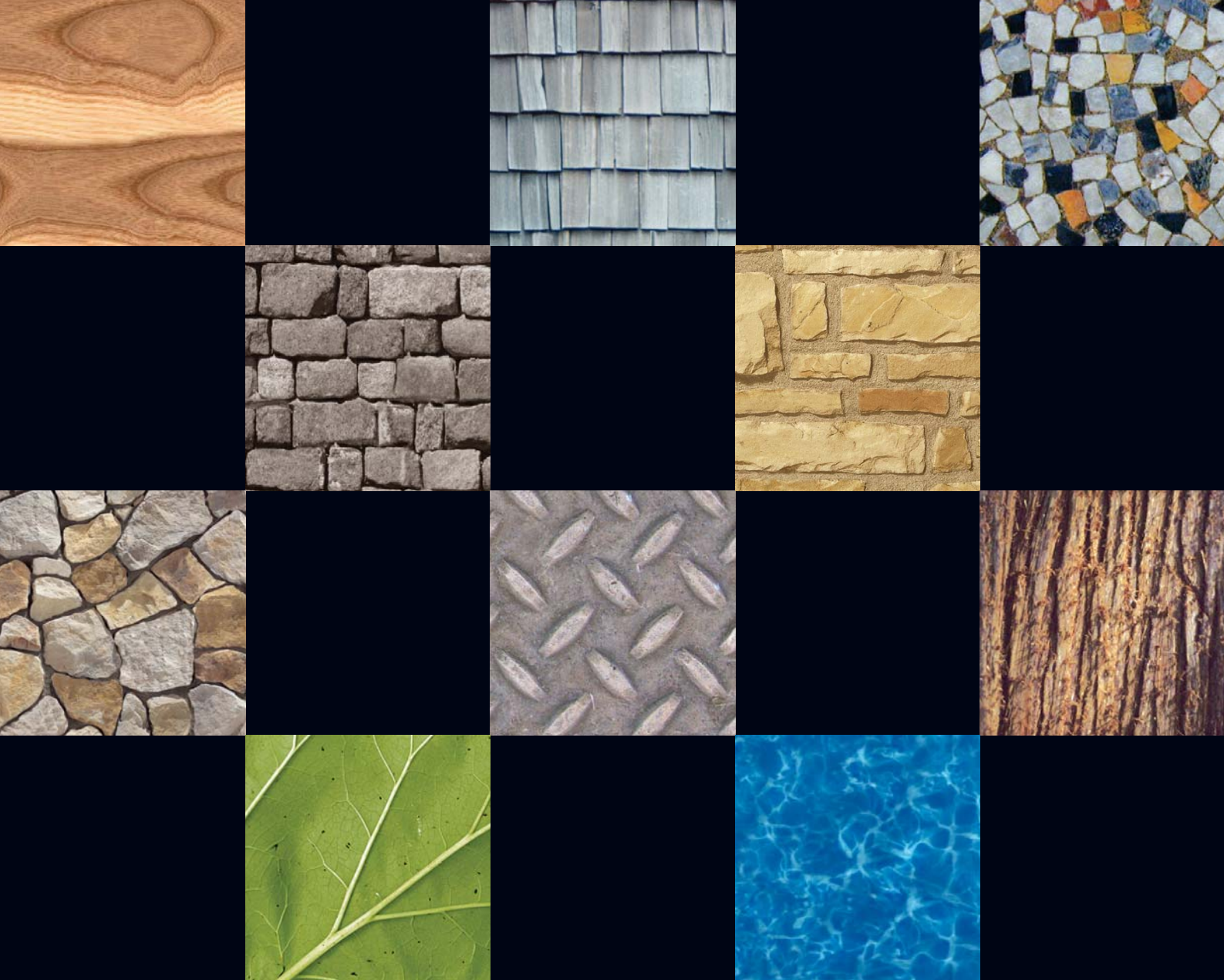
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